DOCUMENT RESUME

ED 093 875 SP 008 245

AUTHOR	Oxendine, Joseph
TITLE	Status of General Instruction Programs of Physical Education in Four-Year Colleges and Universities: 1971-72.
SPONS AGENCY	American Association for Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	72
NOTE	12p.
AVAILABLE FROM	AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 ($1.50)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*College Curriculum; Colleges; Educational Assessment; *National Surveys; *Physical Education; Physical Recreation Programs; Surveys; Universities

ABSTRACT

This study was designed to determine the current status of general instructional programs of physical education in four-year colleges and universities. Of the 1,143 questionnaires which were distributed, 69 percent were returned. A tabulation of responses to the questionnaire shows the following results: (a) 95 percent of responding institutions offer physical education programs for the general student, while 74 percent require physical education and 8 percent require physical education in some schools and departments; (b) in institutions where the physical education requirement has been eliminated, approximately 25 percent of the students elect to take physical education; (c) greater flexibility in physical education programs allows options for students and faculty with regard to independent study, competency exams, the grading system, and general class routine; (d) there is an increasing tendency for these programs to be given for academic credit; (e) recreational activities continue to grow in prevalence while team sports show a decrease; (f) the majority of physical education courses are now coeducational; and (g) some institutions express satisfaction with the elimination of the required physical education citing improved programs and attitudes on the part of students who elect physical education. Responses are presented in two tables: one groups the institutions by size and compares results with those of similar studies, and the second groups institutions according to their affiliation and to whether or not the student body is male, female, or both. (Author/HMD)

ED 093875

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STATUS OF GENERAL INSTRUCTION PROGRAMS OF PHYSICAL EDUCATION IN FOUR-YEAR COLLEGES AND UNIVERSITIES: 1971-72

By Joseph Oxendine, professor and chairman, Department of Health, Physical Education, and Recreation, Temple University, Philadelphia, Pennsylvania 19122. *The study was supported in part by a grant from the Physical Education Division of AAHPER. Appreciation is expressed to Douglas Padla, graduate assistant, for his help in tabulating and analyzing the data.*

During the past few years there have been regular and persistent questions raised about the propriety of requiring courses, particularly in areas outside the student's major curriculum. At issue is the matter of individual choice versus a prescribed curriculum. Thus, a serious challenge is being made relative to the *essential* nature of such courses as English, mathematics, languages, basic sciences, and other general education courses which traditionally have been required. In some institutions, all specific course requirements outside the student's major curriculum have been eliminated.

Among the most prevalent requirements for the general college student over the past few years have been courses in physical education.[1] The policy of requiring courses in physical education has been challenged as frequently as have other requirements, perhaps more so. In recent years there have been reports of significant changes in requirements, as well as in program practices such as grading, credits, patterns of course offerings, competency examinations, and even the existence of physical education programs. However, one cannot intelligently discuss such changes or trends without specific information. Consequently, there is a need for periodic descriptions of existing requirements and practices for the general physical education program.

This study was designed to describe the current status and practices of general instruction programs of physical education in four-year colleges and universities in the United States. In order to detect recent trends, the results were compared with similar studies over the past few years, particularly those conducted by this author in 1967-68 and 1960-61 and by Hunsicker in 1954.[2]

A four-page questionnaire dealing with course offerings, requirements, credits, evaluative practices, and trends was prepared. This document along with a covering letter was mailed on October 1, 1971, to the chairmen of physical education departments in 1,143 four-year colleges and universities. This group of addressees included all institutions listed in the *College Blue Book* (13th edition, Volume 3, 1969) which met the following criteria: (1) a four-year institution; (2) having undergraduate enrollment of 500 or more students; (3) accredited by the regional accrediting agency; and (4) classified as a college or university, or by a similar term descriptive of a general institution of higher learning. Restricted professional schools, seminaries, conservatories, or other such specialized institutions were not included. Unlike the Oxendine study in 1961 or the Hunsicker study, the total population of general colleges and universities (rather than a sample) was included in this study.

Using these criteria, 1,143 institutions were identified and were mailed the questionnaires; 788 (69%) were completed and returned in time to be included in the analysis. The returns compare with 723 in the Oxendine study of 1968, 265 in the 1961 study, and approximately 100 in the Hunsicker study of 1954.

The 788 returned questionnaires were categorized into five groups according to the size of the undergraduate enrollment (500-1,000; 1,000-2,500; 2,500-5,000; 5,000-10,000; over 10,000), into three groups according to the sex component of the student body (all male, all female, and coeducational), and into two groups according to the public versus private affiliation of the institution. This institutional description was provided by the respondent. All

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[1] Physical education as used in this discussion refers to the general instruction program, also referred to as the "required," "service," or "nonmajor" program.

[2] Summaries of the two previous studies by Oxendine were published in the *Journal of Health, Physical Education, Recreation*: "The Service Program in 1960-61," in September 1961 (pp. 37-38) and "Status of Required Physical Education Programs in Colleges and Universities," in January 1969 (pp. 32-35). The more complete reports are now out of print. The study by Paul A. Hunsicker, "A Survey of Service Physical Education Programs in American Colleges and Universities," appeared in the 57th Annual Proceedings of the National College Physical Education Association for Men, published in 1954 and is now out of print.

grouping, tabulation, and computations were done by hand and with a desk calculator. For ease of interpretation, data are presented in percentages of respondents to each question rather than raw scores. Inasmuch as not all questions were answered by every respondent, the percentages are based on individual question responses rather than on the basis of the total of 788 respondents.

RESULTS

A physical education program for the general college student exists in practically all institutions. Of the 788 respondents, 95% reported that physical education is included as a part of the course offerings. Only one institution in the "over 10,000" group and three in the "5,000-10,000" category reported that no physical education courses were taught. Somewhat greater numbers of smaller institutions indicated the absence of curricular offerings in physical education. Inasmuch as this particular question was not asked in either of the two previous studies, there is no way of comparing the prevalence of physical education programs over the past decade.

The requirement of physical education in four-year institutions has decreased substantially over the past four years. Of the responding institutions 74% reported that physical education was required of all students. This compares with 87% in 1968, 83% in 1960, and 86% in 1954. Approximately the same percentage as in previous studies report that physical education is required of students in "some schools or departments." Consequently, it must be assumed that 10 to 15% of the institutions have eliminated the physical education requirement within the past few years.

This conclusion is supported by three additional sources of information. First, in 1960 and 1968, respectively, 5 and 6% of the institutions reported that none of the students were required to take physical education, whereas in this study 18% of the institutions reported the absence of such a requirement. Secondly, 12% reported that the requirement had been eliminated over the past five years compared with only 3% reporting that such a requirement had been instituted. Thirdly, the number of schools reporting a "decrease" in the requirement exceeded the number reporting an increase by 13%. In addition, Magoon's recent study[3] reported that physical education was required of 76% of college women in this country.

Nevertheless, it is important to note that roughly three-fourths of all institutions report a physical education requirement for all students and that an additional 8% report that physical education is required of "those in some colleges or departments." Very large institutions are less likely to have a requirement than are those of moderate to smaller size. Several respondents indicated that physical education had been grouped with two or three other subjects into a category from which one or more courses must be taken. Other courses frequently mentioned in this category include art, music, industrial arts, and home economics. On the other hand, a few institutions reported that physical education was the only specific requirement in the curriculum.

Given the recent upheaval in college and university curriculums, and in view of many comments on the returned questionnaires, it appears safe to assume that required courses other than physical education have also been reduced.

Both public and private institutions have realized a drop in the physical education requirement with reductions in the public group being more acute. The all-male institutions, though small in number, show a slight increase in the requirement while the all-female group reports a sharp decrease. Fifty-five percent of the all-female institutions reported that the requirement had been either decreased or eliminated during the past five years.

The curtailment of the physical education requirement on a substantial basis has been a very recent development. A large majority of those institutions eliminating the physical education requirement have done so during the past four years. One-half indicate that the requirement has been eliminated within the past two years while another one-fourth place this action three to four years ago. Only 5% place the termination of the requirement from five to eight years ago, and the remaining institutions report that no such requirement has ever existed.

The extent of the requirement has been reduced in many institutions where a requirement remains in existence. In previous studies, 68 and 69% (in 1960 and 1968 respectively) of the "requiring" institutions reported that physical education was mandated for two or more academic years, with the overwhelming majority being for exactly two years. In this study only 57% reported a requirement for more than one year. Practically no institutions reported a three or four-year requirement. The highest percentage of institutions require four semester hours (or 6 quarter hours) credit for graduation followed in order by two, three, and one semester hours.

Student elective practices in physical education where no requirement exists were investigated to some extent. The gathering of helpful information on this question was hampered because of the relatively small number of institutions without a requirement and the recency of the elective program. Where no requirement exists,

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[3] Emily J. Magoon, "Results of a Survey of the Status of the Physical Education Requirement for Women in Selected Higher Education Institutions Today." Unpublished master's thesis, Boston University, 1970.

respondents were asked to estimate the percentage of students who elect physical education courses. In many cases, the response was dependent upon sparse information and on occasion was reported as a rough guess. On the average, institutions reported that approximately one-fourth of the students take physical education where no requirement exists. However, several institutions, though indicating that the immediate drop-off was dramatic, reported an upsurge during the second and third years to around 50%. (Many respondents commented on the positive aspects of an elective program in terms of forced introspection with resulting program-improvements as well as changes in attitudes on the part of students.)

Competency examinations are being used more and more as a means of exempting students from the physical education requirement. Thirty percent of the responding institutions report the use of competency examinations now as compared to only 18% four years ago. Larger institutions are particularly prone to provide this alternative to course requirements.

Course offerings in physical education programs for the general college student continue to emphasize recreational, lifetime, and individualized type activities. These activities continue to show the greatest growth, particularly in larger institutions. In comparison, team sports have shown a rather dramatic decrease in course offerings. One-half of all institutions report that team sports have decreased within the past five years. Many report that though team activities are practically eliminated from general physical education they continue as a strong part of the intramural program.

In several institutions both with and without a requirement, the respondent reported an upsurge in club activity. Clubs listed include most of the recreational skills offered in the curriculum, as well as some activities not in class programs.

Coeducational classes in physical education have shown a dramatic increase during the past few years; 70% of all institutions reported an increase in coeducational offerings within the past five years. Only 1% reported a decrease. This trend toward coeducational classes, though detectable in the 1960 and 1968 studies, has accelerated within the past four years. The reporting institutions indicated that on the average 57% of all courses were coeducational; 40% of the institutions of all sizes state that 75% or more of all physical education classes are offered on a coeducational basis.

The awarding of credits for physical education classes has increased substantially since 1968. Over 90% of all institutions with enrollments of 2,500 or more award credits toward graduation for physical education courses. As was reflected in earlier studies, a higher percentage of larger and moderate size institutions award such credits for physical education. Similarly, a much higher percentage of public institutions (compared to private) award credit for physical education. More than half the institutions award credit on the basis of one semester hour for two clock hours per week in class. This is followed in order by the awarding of one credit for one clock hour, one credit for three clock hours, and one credit for four clock hours per week.

Grading practices in physical education have changed significantly during the past few years. Although two-thirds of the institutions continue to offer letter grades, 41% now offer grades on either a pass/fail or credit/no credit basis. It is apparent that some institutions use both systems in their grading scheme. These grading patterns are reflective of other courses in the institution inasmuch as 85% report that the system used in physical education is consistent with other courses. Moderate size and large institutions have a greater tendency than do smaller institutions to adhere to a grading pattern consistent with other institutional courses. Private institutions are more prone to use a pass/fail system and also set up a special marking system for physical education whereas public institutions usually follow the general institutional pattern and also count physical education grades in the grade point average of students. The number of institutions which count physical education grades in the grade point averages has increased in recent years. Larger institutions especially follow the practice of counting physical education grades.

The administration of final written examinations in physical education has not changed greatly during the past few years. However, there is a growing tendency for departments to leave the administration of final examinations up to the discretion of the instructor. The great majority of institutions report that final examinations continue to be administered either in all of the courses or in those of some of the instructors.

Physical performance examinations are currently administered at the discretion of the instructor more frequently than as a general departmental regulation. As with the written examinations, this reflects greater flexibility within the physical education program. Less weight is now devoted to skill and fitness in grading than was the case several years ago. More respondents now indicate that it is impossible to generalize the grading procedure for all instructors.

Student evaluation of classes as a general pattern or at the option of the instructor is followed in almost all large institutions and those of moderate size. One-half of the large institutions have formalized this practice into a departmental policy. Where such evaluations are used they are more frequently made available to the instructor with about one-half of the institutions reporting that such evaluations are forwarded to the department chairmen.

TABLE 1

QUESTIONNAIRE RESULTS FOR ALL INSTITUTIONS GROUPED ACCORDING TO THE NUMBER OF UNDERGRADUATE STUDENTS

Questionnaire Items	Institutions Grouped by Size					All Institutions	1967-68 Study	1960-61 Study
	500-1,000 N=219	1,000-2,500 N=264	2,500-5,000 N=117	5,000-10,000 N=101	Over 10,000 N=94	N=788	N=723	N=259
A. PROGRAMS AND REQUIREMENTS								
1. Physical education courses for the general college student: (N=788)								
a. are offered	94%	93%	95%	97%	99%	95%	–	–
b. are not offered	6	7	5	3	1	5	–	–
2. For graduation, physical education is required of: (N=778)								
a. all students	79	79	74	71	51	74	87%	83%
b. none of the students	17	16	17	15	31	18	6	5
c. some colleges or departments	4	5	9	14	18	8	7	12
3. Before graduation, students must take physical education: (N=578)								
a. one year	42	42	34	53	53	43	31	24
b. two years	57	57	60	47	45	55	66	60
c. three years	1	1	4	0	0	1	2	3
d. four years	0	0	2	0	2	1	1	5
4. During the past five years, course requirements have: (N=753)								
a. increased	14	12	15	8	9	12	15	24
b. decreased	27	25	23	25	23	25	14	11
c. remained constant	43	52	51	47	49	48	74	64
d. been eliminated	12	8	9	18	18	12	3	–
e. been established	4	3	2	2	1	3	1	–
5. *Where no physical education requirement exists*, it was terminated: (N=206)								
a. during the past two years	68	34	44	61	55	50	–	–
b. three-four years ago	15	43	16	12	27	18	–	–
c. five-eight years ago	4	7	4	4	6	27	–	–
d. never had a requirement	13	16	36	23	12	5	–	–
6. *Where no requirement exists*, approximate percentage of students who *elect* physical education courses: (N=137)								
a. less than 20%	23	62	48	33	53	44	–	–
b. 21-40%	51	7	48	45	29	35	–	–
c. 41-60%	14	14	4	11	12	12	–	–
d. 61-80%	12	17	0	11	6	9	–	–
7. Students are excused from the physical education requirement for: (N=788)*								
a. medical reasons	59	61	55	60	51	58	–	50
b. prior military service	27	30	39	46	35	33	33	46
c. age	26	22	34	32	21	26	28	–
d. varsity sports	21	25	18	22	11	21	44	–
e. other (ROTC, marital status, psychological problems, etc.)	23	34	39	43	38	32	43	–

*Some respondents checked more than one alternative.

TABLE 1
(Continued)

Questionnaire Items	Institutions Grouped by Size					All Institutions	1967-68 Study	1960-61 Study
	500-1,000 N=219	1,000-2,500 N=264	2,500-5,000 N=117	5,000-10,000 N=101	Over 10,000 N=54	N=788	N=725	N=259
8. Approximate percentage of students excused: (N=524)**								
a. 0-10%	96%	93%	96%	95%	98%	**95%**	–	–
b. 11-20%	3	4	4	0	2	**3**	–	–
9. In lieu of a course requirement competency tests: (N=598)								
a. are offered	21	20	52	29	39	**30**	18%	–
b. are not offered	79	80	48	71	61	**70**	82	–
B. COURSE OFFERINGS								
1. All physical education courses are (N=656):								
a. categorized by general areas	40	46	39	33	43	**41**	–	–
b. not categorized	60	54	61	67	57	**59**	–	–
(In order of frequency, the categories most frequently listed were: team sports, individual sports, aquatics, basic physical education, dance, lifetime sports, and fitness.)								
2. Types of activities which have *increased* during the past five years: (N=788)*								
a. recreational activities	57	58	60	68	81	**62**	62	66%
b. fitness/weight control	34	32	48	37	43	**37**	50	–
c. gymnastics	26	31	39	40	32	**32**	43	40
d. aquatics	30	38	41	53	41	**39**	40	33
e. rhythms/dance	28	30	49	40	44	**35**	30	30
f. team sports	17	20	17	12	13	**17**	25	27
g. adapted activities	11	13	15	15	18	**13**	21	–
3. Types of activities which have *decreased* during the past five years: (N=788)								
a. team sports	49	48	48	54	59	**50**	38	35
(No other activities were listed by more than 10% of respondents.)								
4. Coeducational courses are: (N=716)								
a. offered and required	17	23	32	23	14	**14**	22	14
b. offered as electives	58	62	59	71	83	**64**	47	50
c. not offered	25	15	9	6	3	**22**	31	36
5. During the past five years the proportion of coed classes has: (N=635)								
a. remained constant	33	26	31	26	31	**29**	42	46
b. increased	66	73	69	74	67	**70**	56	50
c. decreased	1	1	0	0	2	**1**	2	4

*Some respondents checked more than one alternative.
**Some responses were outside the alternatives shown.

TABLE 1
(Continued)

Questionnaire Items	Institutions Grouped by Size					All Institutions	1968-69 Study	1960-61 Study
	500-1,000 N=219	1,000-2,500 N=264	2,500-5,000 N=117	5,000-10,000 N=101	Over 10,000 N=94	N=788	N=723	N=259
6. The percentage of courses which are coed is: (N=492)								
a. less than 25%	20%	22%	22%	18%	32%	23%	–	–
b. 25-49%	19	15	13	16	17	16	–	–
c. 50-74%	21	23	18	26	16	21	–	–
d. 75% and above	40	40	47	40	35	40	–	–
(For all institutions, 57% of courses offered are coeducational.)								
7. Independent study courses: (N=771)								
a. are offered	46	40	27	24	15	34	–	–
b. are not offered	54	60	73	76	85	66	–	–
8. In proportion to enrollment, the instructional staff during the past five years has: (N=715)								
a. remained constant	54	47	45	30	32	44	33%	43%
b. increased	36	38	40	54	38	40	59	49
c. decreased	10	15	15	16	30	16	8	8
9. In proportion to enrollment, facilities during the past five years have: (N=738)								
a. remained constant	62	45	46	34	38	48	39	41
b. increased	35	47	44	52	43	43	48	42
c. decreased	3	8	10	14	19	9	13	16
C. CREDITS								
1. Credits toward graduation: (N=733)								
a. are given	73	77	92	91	91	82	74	76
b. are not given	27	23	8	9	9	18	26	24
2. Before graduation students must complete: (N=554)								
a. 1 semester hour	7	5	5	5	1	5	3	3
b. 2 semester hours (or 3 quarter hrs.)	37	25	27	40	39	32	28	21
c. 3 semester hours	9	14	16	16	39	14	7	3
d. 4 semester hours (or 6 quarter hrs.)	38	42	38	33	25	37	55	42
e. 5 semester hours or over	9	14	14	6	6	12	4	–
3. Number of semester hours given per weekly clock hour: (N=527)**								
a. one-fourth	7	6	7	8	9	7	–	8
b. one-third	3	11	13	16	24	12	–	10
c. one-half	58	62	41	59	43	54	41	26
d. one	22	18	33	14	19	21	17	7
4. Average time per week in class: (N=647)								
a. 90-119 minutes	56	53	51	53	52	53	41	–
b. 120-149 minutes	32	27	21	19	14	25	27	–
c. 150-179 minutes	12	20	28	28	34	22	12	–

**Some responses were outside the alternatives shown.

TABLE 1
(Continued)

Questionnaire Items	Institutions Grouped by Size: 500-1,000 N=219	1,000-2,500 N=264	2,500-5,000 N=117	5,000-10,000 N=101	Over 10,000 N=94	All Institutions N=788	1968-69 Study N=723	1960-61 Study N=259
D. GRADING AND EVALUATION								
1. Marks in physical education are: (N=788)*								
a. letter	64%	60%	61%	76%	90%	67%	77%	74%
b. pass/fail or credit/no credit	40	35	43	33	56	41	21	19
2. Marks in physical education are: (N=424)								
a. consistent with those in other courses	84	76	90	94	92	85	82	–
b. not consistent with those in other courses	16	24	10	6	8	15	18	–
3. Marks in physical education: (N=696)								
a. count in grade point average	63	62	83	74	84	70	63	67
b. do not count in grade point average	37	38	17	26	16	30	37	33
4. Final written exams are: (N=691)								
a. given in all courses	41	43	49	53	47	45	50	42
b. given in some courses	41	38	47	44	46	41	34	36
c. not given	18	19	4	3	7	14	16	22
5. Physical performance exams are: (N=677)								
a. given in all courses	41	39	49	51	54	44	61	–
b. given in some courses	41	44	41	44	36	42	27	–
c. not given	18	17	10	5	10	14	12	–
6. Final marks are based on the following factors with average percentages indicated: (N=788)*								
a. proficiency-skill	49	46	53	53	67	40	68	43
b. physical fitness	24	21	19	20	19	19	43	–
c. knowledge	28	31	30	32	33	44	63	20
d. personal qualities	22	19	16	19	21	25	44	16
e. *impossible to generalize for all instructors*	41	42	48	43	63	45	–	–
7. Student evaluations of courses are: (N=750)								
a. departmental policy	29	39	44	42	52	39	–	–
b. option of instructor	59	50	53	56	46	54	–	–
c. non-existent	12	11	3	2	2	8	–	–
8. Student evaluations are made available to: (N=570)*								
a. individual instructors	52	75	71	80	78	69	–	–
b. department chairman	44	48	53	59	57	50	–	–
c. student body	14	11	17	17	11	13	–	–

*Some respondents checked more than one alternative.

TABLE 2
QUESTIONNAIRE RESULTS FOR ALL INSTITUTIONS GROUPED BY PUBLIC-PRIVATE AFFILIATION AND BY SEX MAKE-UP OF THE STUDENT BODY

Questionnaire Items	Affiliation		Sex Make-Up		
	Public	Private	All Female	All Male	Coed
	N=324	N=464	N=67	N=16	N=705
A. PROGRAMS AND REQUIREMENTS					
1. Physical education courses for the general college student:					
a. are offered	97%	93%	90%	94%	95%
b. are not offered	3	7	10	6	5
2. For graduation, physical education is required of:					
a. all students	70	77	71	86	74
b. none of the students	18	18	21	7	18
c. students in some colleges or departments	12	5	8	7	8
3. Before graduation, students must take physical education:					
a. one year	42	43	35	31	45
b. two years	52	56	65	61	54
c. three years	4	1	0	0	0
d. four years	2	0	0	8	1
4. During the past five years, course requirements have:					
a. increased	10	13	5	31	12
b. decreased	25	26	41	25	24
c. remained constant	53	47	40	44	50
d. been eliminated	10	11	14	0	11
e. been established	2	3	0	0	3
5. *Where no physical education requirement exists*, it was terminated:					
a. during the past two years	52	45	57	0	55
b. three to four years ago	18	35	14	–	17
c. five to eight years ago	3	7	22	–	6
d. never had a requirement	27	13	7	–	22
6. *Where no requirement exists*, approximate percentage of students *electing* physical education courses:					
a. less than 20%	48	41	18	–	48
b. 21-40%	31	38	46	–	34
c. 41-60%	13	10	9	–	10
d. 61-80%	8	11	27	–	8
7. Students are excused from the physical education requirement for:*					
a. medical reasons	56	59	67	63	57
b. prior military service	39	29	1	56	35
c. age	29	24	61	13	23
d. varsity sports	14	25	10	75	20
e. other (ROTC, marital status, psychological problems, etc.)	37	30	18	25	32

*Some respondents checked more than one alternative.

TABLE 2
(Continued)

Questionnaire Items	Affiliation		Sex Make-Up		
	Public	Private	All Female	All Male	Coed
	N=324	N=464	N=67	N=16	N=705
8. Percentage of students excused for above reasons:**					
a. 0-10%	95%	95%	100%	93%	95%
b. 11-20%	2	4	0	8	3
9. In lieu of course requirements, competency tests:					
a. are offered	32	27	27	27	29
b. are not offered	68	73	73	73	71
B. COURSE OFFERINGS					
1. All physical education courses are:					
a. categorized by general areas	41	40	35	36	41
b. not categorized	59	60	65	64	59
(In order of frequency the categories most frequently listed were: team sports, individual sports, aquatics, basic physical education, dance, lifetime sports, and fitness.)					
2. Types of activities which have increased during the past five years:					
a. recreational activities	70	57	34	75	65
b. fitness/weight control*	36	34	26	50	38
c. gymnastics	39	29	21	0	35
d. aquatics	40	34	25	25	41
e. rhythms/dance	43	30	33	13	36
f. team sports	15	19	13	38	17
g. adapted activities	16	11	1	6	14
3. Types of activities which have decreased during the past five years:					
a. Team sports	52	49	61	44	36
(No other activities were listed by more than 10% of respondents.)					
4. Coeducational courses are:					
a. offered and required	26	19	0	0	36
b. offered as electives	67	62	16	29	57
c. not offered	7	19	84	71	7
5. During the past five years, the proportion of coeducational classes has:*					
a. remained constant	29	28	58	60	28
b. increased	70	71	42	40	71
c. decreased	1	1	0	0	1
6. Percentage of coeducational courses:					
a. less than 25%	23	22	50	0	23
b. 25-49%	17	15	0	33	14
c. 50-74%	20	22	0	34	22
d. 75% and above	40	41	50	33	41

*Some respondents checked more than one alternativ
**Some responses were outside the alternatives shown.

TABLE 2
(Continued)

Questionnaire Items	Affiliation		Sex Make-Up		
	Public	Private	All Female	All Male	Coed
	N=324	N=464	N=67	N=16	N=705
7. Independent study courses:					
a. are offered	19%	46%	46%	33%	34%
b. are not offered	81	54	54	67	66
8. In proportion to enrollment the instructional staff during the past five years has:					
a. remained constant	36	48	46	47	42
b. increased	48	30	24	41	39
c. decreased	16	22	30	12	19
9. In proportion to enrollment, facilities during the past five years have:					
a. remained constant	38	54	72	40	47
b. increased	48	40	23	47	42
c. decreased	14	6	5	13	11
C. CREDITS					
1. Credits toward graduation:					
a. are given	93	73	48	56	85
b. are not given	7	27	52	44	15
2. Before graduation students must complete:					
a. 1 semester hour	3	7	4	0	5
b. 2 semester hours (or 3 quarter hours)	32	33	37	29	32
c. 3 semester hours	18	11	4	0	15
d. 4 semester hours (or 6 quarter hours)	33	40	48	43	37
e. 5 semester hours or over	14	9	7	28	11
3. Number of semester hours given per weekly clock hour:**					
a. one-fourth	6	8	4	0	7
b. one-third	16	12	8	20	12
c. one-half	52	52	62	40	54
d. one	21	23	19	20	21
4. Average time per week in class:					
a. 90-119 minutes	54	53	60	34	51
b. 120-149 minutes	19	29	20	31	27
c. 150-179 minutes	27	18	20	15	22
D. GRADING AND EVALUATION					
1. Marks in physical education are:*					
a. letter	83	60	63	44	70
b. pass/fail or credit/no credit	36	42	43	56	62
2. Marks in physical education are:					
a. consistent with those in other courses	92	77	72	44	87
b. not consistent with those in other courses	8	23	28	56	13

*Some respondents checked more than one alternative.
**Some responses were outside the alternatives shown.

TABLE 2
(Continued)

Questionnaire Items	Affiliation		Sex Make-Up		
	Public	Private	All Female	All Male	Coed
	N=324	N=464	N=67	N=16	N=705
3. Marks in physical education:					
a. count in grade point averages	84%	59%	40%	37%	73%
b. do not count in grade point averages	16	41	60	63	27
4. Final written exams are:					
a. given in all activity courses	54	38	35	18	46
b. given in some courses	43	41	38	29	43
c. not given	3	21	27	53	11
5. Physical performance exams are:					
a. given in all courses	44	37	38	37	46
b. given in some courses	51	43	36	25	43
c. not given	5	20	26	38	11
6. Final marks are based on the following factors with average percentages indicated:*					
a. proficiency-skill	54	51	53	53	52
b. physical fitness	22	22	30	25	22
c. knowledge	32	32	36	27	32
d. personal qualities	18	21	25	23	19
e. impossible to generalize for all instructors	54	41	51	44	46
7. Student evaluation of courses are:					
a. departmental policy	45	35	38	24	40
b. option of instructor	52	54	59	47	53
c. non-existent	3	11	3	29	7
8. Student evaluations are made available to:*					
a. individual instructors	78	73	74	35	76
b. department chairman	54	46	43	24	38
c. student body	14	14	13	12	14

*Some respondents checked more than one alternative.

SUMMARY OF FINDINGS

Questionnaires were mailed to 1,143 four-year colleges and universities; 69% were completed and returned.

Of the responding institutions 95% offer programs in physical education for the general college student.

Of the responding institutions 74% require physical education for all students. An additional 8% have a requirement for students in certain schools or departments.

During the past four years there has been a 10 to 15% decrease in the number of institutions requiring physical education. The great majority of these curricular changes have occurred within the past two years.

The majority of institutions with a requirement mandate physical education for a period of two years. However, there has been a slight shift toward a one-year requirement.

In institutions where the requirement has been eliminated, approximately one-fourth of the students elect to take physical education. There is some indication that this number increases after the first year.

Greater flexibility in physical education programs today allows more faculty and student options regarding independent study, honors courses, competency exams, dress, the grading system, and general class routine.

There is an increasing tendency for physical education courses to receive academic credit and to count in the grade point average.

Recreation type activities or "lifetime" sports continue to grow in prevalence while team sports show a decrease.

Coeducational courses continue to grow to the extent that the majority of physical education courses are now coeducational.

Some institutions express satisfaction with the elimination of the physical education requirement, citing improved programs and general attitudes on the part of students who elect to take courses.

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A National Affiliate of the National Education Association
1201 Sixteenth Street, N.W., Washington, D.C. 20036

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